**Completers’ Assessments Regarding Their Impact on P-12 Learning and Development**

**Spring 2024**

**Initial Program Completers**

When asked in which areas they have most impacted student growth, initial program completers shared the following:

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| * I have assisted countless students with disabilities access the general education curriculum. |
| * Highly specific proficiency charts to track student growth. Students became engaged in their own learning and progress. |
| * N/A |
| * When I was a teacher, I consistently demonstrated above average growth with my students with special needs. Using formative data to guide instruction. |
| * I have seen the improvement in student performance as a result of my instruction on several occasions. |
| * N/A |
| * In writing. |

When asked about their areas of strength, initial program completers reported the following

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| * Building relationships with students, using student data to guide instruction |
| * Programmatic leadership for students with exceptionalities from students on 504 plans to gifted learners. |
| * Growth in student’s outcome |
| * Consideration and flexibility |
| * Building relationships with all members of my school community, synthesizing sources to create well-rounded, inclusive lessons, leadership. |
| * Patience working with special Ed students. Highly organized. |
| * Relationships and rapport, timeliness, reliability, optimism and positively impacting student relationships, instructional planning, developing IEPs and communication with parents. |
| When responding about which areas in which they felt they could improve, initial program completers responded:   |  | | --- | | * Deeper understanding of the biological mechanisms for student learning differences. | | * Time management, organization | | * Time management | | * Consistency and organization | | * Flexibility and thinking quickly in the moment | | * Classroom management and more training for behavior issues that occur. |   When asked to share additional comments, initial program completers wrote:   |  | | --- | | * I would not be half of the teacher that I am without the guidance of all of those that I have encountered during my time at NDMU. | | * More on lesson planning. | | * Keep up the good work. Excellent program | | * Better foreign language methods courses | |

**Advanced Program Completers:**

Advance program completers were asked similar questions as initial completers. When responding to how they impacted student growth, advanced program completers said:

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| * The allowed me to creative interventions that aligned with the student’s data. |
| * Social and emotional teaching and learning |
| * My work supports student voice and agency as part of a larger emphasis on literacy in urban education. |

When asked about areas of strength, advanced program completers reported that:

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| * Analyzing student's needs, data, and creating effective plans that align. |
| * Communication and collaboration and compassion |
| * Consistency and reliability. |

When asked what areas they needed to improve, advanced program completers stated:

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| * I tend to focus interest more on the arts and humanities. |
| * Curriculum continues to change, so that would be my area to always align with the standards. |

When asked for any additional feedback or comments, advanced program completers wrote:

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| * I was in the CASE program, and I am learning that all the coursework didn't align with me to get my reading specialist in my county. |
| * Certain leadership groups are insular and could benefit from more diverse input in the leadership team. |
| * Deeper knowledge of language acquisition and grammar is necessary to identify students' and school needs to implement a program that will help implement an ESOL program and support that will ensure growth. |